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ABSTRACT

This paper describes an innovative program for teaching self-management to children in elementary and secondary schools. The background of techniques for teaching self-management is briefly reviewed, the application of self-management techniques is noted, deficits in self-management programs are considered, and Lazarus's multimodal model of therapy is explained. This discussion is followed by an outline of a training program which has been developed and offered as a workshop to help teachers instruct themselves on student self-management techniques. The workshop detailed here provides an holistic, systematic, and integrative approach which instructs teachers in comprehensive self-assessment and treatment strategies based on Lazarus's Multimodal Therapy, and provides them with methods for teaching these skills to students. The specific assessment instruments and self-change techniques are detailed and a variety of classroom exercises and teaching activities are suggested. The workshop outline includes an introduction which states the purpose of the workshop and explains the application of self-management principles. This is followed by a discussion of the multimodal conceptualization of change which concentrates on the seven modalities identified by Lazarus and an examination of children's problems, and by a general assessment of problems. The remainder of the workshop outline concentrates on students' personal and academic problem identification in the areas of affect, behavior, and cognition. Therapeutic interventions discussed include systematic desensitization and emotive imagery for affective problems; stimuls control, contingency management, and behavioral rehearsal for behavioral problems; and rational emotive therapy for cognitive problems. A four-page bibliography lists references cited for use in the workshop outline. (Author/NRB)

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ABSTRACT

MULTIMODAL SELF-MANAGEMENT FOR CHILDREN:
AN HOLISTIC PROGRAM FOR TEACHERS

This paper describes an innovative program for teaching self-management to children in elementary and secondary schools. In contrast to most approaches in the field which are narrowly focused, the workshop to be detailed here provides an holistic, systematic, and integrative approach. Teachers are instructed in comprehensive self-assessment and treatment strategies (based on A. Lazarus' Multimodal Therapy) and provided with methods for teaching these skills to students. The specific assessment instruments and self-change techniques are detailed and a variety of classroom exercises and teaching activities suggested.

An holistic approach is achieved by having teachers instruct students on personal and academic problem identification in three interrelated areas: affective, behavioral, and cognitive. After self-assessment techniques are taught via a variety of formats, teachers are instructed on specific therapeutic interventions that children can use to overcome the problems identified. The latter include systematic

desensitization and emotive imagery for affective problems, stimulus control, contingency management and behavioral rehearsal for behavioral problems, and rational emotive therapy for cognitive problems. Thus an holistic, practical, and empirically based approach to self-management is achieved, one which should enable students to cope effectively with problems and thereby enhance the quality of their lives.

MULTIMODAL SELF-MANAGEMENT FOR CHILDREN: AN HOLISTIC PROGRAM FOR TEACHERS

Background

Techniques for teaching self-management/self-control have been recorded since antiquity, but due to their tie to religious or philosophical movements they were not well received generally (Thoresen and Mahoney, 1974). Within recent years, though, a scientific technology of self-management has clearly emerged and is receiving widespread attention in both popular and professional literature.

The systematic study of self-control received its impetus from the techniques cited by Skinner (1953) in his classic work, Science and Human Behavior. The topic received further attention and elaboration by Ferster (1965), Bandura (1969), and Marston and McFall (1971). Most of these early approaches to self-help emphasized the principles of operant conditioning grounded in radical behaviorism, but as the participants in the field expanded, it became much less monolithic. In the 70's vicarious learning came to occupy a more central role, particularly cognitive-behavior change strategies. Thus social-learning theory became an acceptable theoretical base, although some leading researchers (Kanfer, 1975; Watson & Tharp, 1981) have taken a more eclectic position.

Application

There is ample evidence that self-management approaches within a clinical setting have effected substantive change in the lives of both children and adults (Mahoney, Moura, & Wade, 1973; Copeland, 1982). There is also increasing evidence that self-management techniques taught outside traditional clinical settings, as for example in schools and college courses, have had considerable success (Worthington, 1979; Watson & Tharp, 1981; O'Keefe, 1983). Menges and Dobroski (1977) concluded that, "The studies..... provide some evidence that the subject matter of behavioral psychology can be taught at a level which facilitates successful self-modification projects" (p. 172).

Deficits

The problem perceived with most self-management programs, particularly those taught to children, is that they tend to have a "unimodal" orientation stressing behavioral (Gross & Drabman, 1982), cognitive (Kendall & Wilcox, 1980), or affective (Hess & Baskin, 1977) assessment and treatment. Since most personal problems are multidimensional, having behavioral, cognitive, and affective components, it would seem that an holistic approach would prove more effective. Such an approach however, would need to be conceptually sound, systematically structured, and grounded in empirical research. And if that were not enough, it would have to be simple enough to be understood and used by children. The Multimodal Therapy of Arnold Lazarus (1976, 1981) would appear to fulfill these requirements.

Multimodal Therapy

Lazarus formulated the multimodal model of treatment after his systematic follow-up studies of therapy cases revealed that relapse occurred far more frequently than practitioners realized. Upon investigating the reason for this, it became clear that most people in therapy failed to acquire a significantly broad range of coping skills, which would enable them to deal effectively with life's demands. It appeared that most therapeutic methods were often singular in their approach to the definition of the problem (basic anxiety, poor self-concept, repressed hostility, etc.) and in their treatment techniques (insight, catharsis, relaxation, etc.). In place of a unimodal orientation towards assessment and treatment, Lazarus has argued for a multimodal approach which focuses on seven modalities: behavior, affect, sensory, imagery, cognitive, interpersonal and drugs (biological). Successful therapy necessitates that each of these human dimensions be attended to in an integrative, holistic manner.

The principles of Multimodal Therapy have been applied to diverse populations in a wide variety of settings (Keat, 1979; O'Keefe and Castaldo, 1981; O'Keefe, 1981; Brunell & Young, 1982). In the area of self-management, Nieves (1978) has written a multimodal planning and guidance manual for minority students, and O'Keefe (1983) has developed a multimodal self-management course for college students. However, no multimodal self-management program for children has been discussed in the literature. Such a program has been developed by O'Keefe and has

been taught to elementary and secondary school teachers. The need for a program of this nature would seem apparent. Millman, Schaefer and Cohen (1980) point out that legislation mandating the mainstreaming of handicapped children in the "least restrictive environment" places increased demands on teachers' management and psychoeducational skills. Since teachers are often poorly trained to cope with students' problems, it is not unusual for their methods to be ineffective, negative, and even physically abusive at times. Yet teachers as change agents are a potentially powerful but largely untapped force. With training, teachers can learn to deal more effectively with classroom problems, and more importantly, teach children to manage themselves. But again, the methods provided teachers have often been narrow in scope (behavior modification or cognitive restructuring or affective education). What is needed is a more holistic approach. The remainder of this paper describes such a training program which O'Keefe has developed and offered as a workshop to teachers. By following the outline provided, teachers can instruct themselves on student self-management techniques and use this knowledge in their pedagogy.

WORKSHOP OUTLINE

I. Introduction

A. Purpose of the workshop is stated
1. to provide teachers with a theoretical base for teaching self-management skills to children and adolescents.
2. to provide teachers with information on specific techniques that children and adolescents can use to self-manage their thoughts, feelings and behaviors.
3. to provide teachers with the pedagogical methods for teaching self-management to children and adolescents.

B. Application of self-management principles
1. the practical benefits of self-management for classroom learning and social adjustment are emphasized.
2. the relationship between self-management and self-motivation is discussed.

II. Multimodal Conceptualization of Change

A. Outline of the seven modalities: Basic Id (see Lazarus, 1981, pp. 13-19)

B. ABC's for children's problems
1. Basic Id reduced to ABC's for simplicity
a. A = affect, sensory
B = behavior, interpersonal, drugs
C = cognitive, imagery
2. Examples of ABC's (excesses and deficits)
a. See O'Keefe & Castaldo (1981)

III. General Assessment of Problems

A. ABC analysis (see Rudestam, 1980, pp. 9-13)
B. Interaction effect (see Lazarus, 1981; Palmer, 1977b, pp. 49, 64, 69)
C. Firing order (see Lazarus, 1981, pp. 15-16)
D. Structural profile (see Lazarus, 1981, pp. 68-73)
E. Checklist
As a workshop exercise, teachers make up their own lists of common problems observed in school

AFFECT

IV. Putting Children in Touch with Problematic Feelings

A. Teachers practice "active listening" (see Gordon, 1974, pp. 49-94)
B. Checklists of children's feelings (see Palmer, 1977a, p. 22; Wolpe and Lang, 1969)

C. Books and stories that focus on feelings
   1. Available from: Institute for Rational Living
      45 East 65th St.
      New York, NY 10021
      a. Books
         Homer the Homely Hound Dog
         Color Us Rational
         Instant Replay
         I Have Feelings
      b. Stories
         RET stories by Virginia Waters
   2. Available from: Creative Therapeutics
      155 County Road
      Cresskill, New Jersey 07626
      Books
         Dr. Gardner's Stories About the Real World
         " " Fairy Tales for Today's Children
         " " Modern Fairy Tales
         " " Fables for Our Time
         Dorothy and the Lizard of Oz (Gardner)
   3. Available from: Human Science Press
      72 Fifth Ave.
      New York, NY 10011
      Books
         Things I Hate
         Don't Worry Dear
         My Grandpa Died Today
         Its Scary Sometimes
         Boy with a Problem
         Wishful Lying
   4. Newspaper and magazine articles can be discussed in class

D. Classroom "affective" exercises and activities
   1. Compliments/strengths game (see Palmer, 1977b, p. 20)
   2. Students act out specific feelings and class tries to identify each
   3. Feeling Talk Game (see Palmer, 1977a, p. 38)
   4. Teacher self-disclosure of feelings

V. Causes of Problematic Feelings

A. Conditioning (see Fensterheim and Baer, 1977, pp. 25-47)
B. Beliefs (see Dyer, 1976, pp. 17-37)

VI. Techniques for Changing Problematic Feelings

A. Correcting students' misconceptions
   1. Basic misconception: "Feelings are bad!"

2. Classroom exercises
   a. Discuss: "What is good about feeling bad?"
   b. Discuss: "What additional problems are caused by feeling bad?"

B. Systematic desensitization is discussed and demonstrated
   1. Relaxation tapes for children are played (see Keat, 1979, p. 153)
   2. Turtle technique (see Keat, 1979, p. 107)
   3. Relaxation script (see Keat, 1977, pp. 123-125)
   4. Hierarchy construction (see Fensterheim and Baer, 1977, pp. 377-386)
   5. Pairing relaxation and hierarchy items

C. Emotive imagery techniques (see Lazarus, 1977, pp. 97-108
   Exercise: Students describe images that make them feel strong, brave, heroic, etc.

BEHAVIOR

VII. Problematic Behaviors Identified

A. Checklists
   1. CHH Behavior Checklist (see O'Keefe and Castaldo, 1981)
   2. Impulse Control Categorization Instrument (see Matsushima, 1964)

B. Self-observational techniques are taught to teachers (see Broden, Hall, and Mitts, 1971)

VIII. Behavioral Assessment

A. Self-measurement and charting techniques are taught (see Watson and Tharp, 1981, Chapter 3)

B. Functional analysis of behavior is taught (see Watson and Tharp, 1981, Chapters 4, 5 and 7)

IX. Techniques for Behavioral Change

A. Stimulus control
   Suggestions are made to teachers as to how students can exercise control over their behavior by changing antecedent environmental conditions (see Yates, 1985, pp. 18-22)

B. Contingency management techniques
   1. Reinforcement schedules for childrenand adolescents are explained and illustrated (see Cautela, 1981, 3, 9 and 93)
   2. Positive reinforcement exercise is illustrated (see Jackson, Jackson, and Monroe, 1983, pp. 121-122)
   3. Behavior modification principles in general are detailed (see Watson and Tharp, 1981, Chapter 7)

4. Self-reward procedures in the classroom are explained (see Drabman, Spitalnik and O'Leary, 1971)
5. Self-punishment principles are explained (see Rudestam, 1980, pp. 127-133; Cautela, 1977, p. 89)

C. Behavior rehearsal
1. Principles (see Watson and Tharp, 1981, pp. 156-160)
2. Assertiveness training (see Davis, Eshelman and McKay, 1980, Chap. 12)

X. Maintenance Programming

A. Self-monitoring to avoid relapse (see Yates, 1985, Chapter 8)
B. "Second order Basic Id" to uncover related problems (see Lazarus, 1981, pp. 84, 98, and 99)

COGNITION

XI. Conceptual Base

A. Relationship of thoughts/beliefs to affect and behavior is discussed and illustrated (see Hauck, 1972)
B. General principles Rational Emotive Therapy (RET) are discussed and illustrated (see Davis, Eshelman and McKay, 1980, Chapter 10)

XII. RET for Children

A. Getting children to understand and accept the principles of RET
Books and stories
a. Dr. Gardner's books as previously cited
b. Institute for Rational Living books and stories previously cited
c. Human Science Press books previously cited and also the following:
Me and Einstein
If It Weren't for Benjamin
New Mother for Martha
The Rose Colored Glasses
The How

B. Irrational beliefs assessment
1. Classroom exercises
a. Rational Sentence Completion Scales is used to help children and adolescents identify irrational/dysfunctional beliefs (available from Institute for Rational Living)

b. Children's Survey of Rational Concepts is used to identify rational vs irrational thinking in children (available from Institute for Rational Living)

2. "Thoughts diary"
   Steps to follow in monitoring one's irrational/dysfunctional thoughts are detailed (see McKay, Davis and Fanning, 1981, pp. 14-16)
3. A list of irrational/dysfunctional beliefs of children and teachers is presented for discussion (available from the Institute for Rational Living)

C. Changing irrational/dysfunctional beliefs
   1. "A, B, C" analysis (see Davis, Eshelman, and McKay, 1980, pp. 99-101)
   2. Refuting irrational/dysfunctional ideas (see Davis, Eshelman and McKay, 1980, pp. 110-118)
   3. Combating distorted thinking (see McKay, Davis and Fanning, 1981, Chapter 3)

XIII. Summary and Review

A. Importance of a holistic approach (see Lazarus, 1976, pp. 3-5)
B. ABC's of holistic self-management (see Rudestam, 1980, pp. 9-12)
C. Recap of techniques for self-management
D. Positive self-affirmation.
   Use film entitled "Believe In Yourself," narrated by Pat Summerall and focusing on Lou Holtz, football coach (23 minutes).
   Available from:
   Thaxton Associates
   P.O. Box 35213
   Minneapolis, Mn. 55435

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